DOCUMENT RESUME

ED 244 776 RC 014 797

AUTHOR Dominguez, John H., Jr.; And Others
TITLE English as a Second Language: A Support System for the Basal Reading Series. Manual.
INSTITUTION Van Buren Intermediate School District, Lawrence, Mi.
SPONS AGENCY Michigan State Dept. of Education, Lansing. Bilingual Education Office.
PUB DATE Jul 83
NOTE 30p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Basal Reading; *Behavioral Objectives; Comprehension; Elementary Education; *English (Second Language); Graphemes; Instructional Materials; Language Skills; *Learning Activities; *Limited English Speaking; Phoneme Grapheme Correspondence; Phonemes; Program Implementation; *Second Language Learning; Sentence Structure

ABSTRACT

The manual supplements "English as a Second Language Program: A Support System for the Basal Readers," an oral language guide that is a compilation of objectives and activities that use a sequential and systematic approach to develop language skills and concepts. Designed to help teachers and other instructional personnel in the implementation of the program, the manual contains essays on and definitions of four language components: sounds, words, sentence structure, and comprehension. For each component, the essays are divided into four sections. First, they describe how to use the guide, giving the number of objectives in the component and the skills and concepts to be taught. Second, the essays give a step-by-step explanation of how the objectives are developed for the component. Third, the essays describe supplementary materials for the component. Fourth, the essays suggest activities for the skills to be taught. The appendices include a taxonomy of instructional activities and a list of verbs that can be used to effect various skills. (SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED244776

Manual

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

DORA S. DOMINGUEZ

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ENGLISH AS A SECOND LANGUAGE

RC014797

A Support System for the Basal Reading Series.

VAN BUREN INTERMEDIATE SCHOOL DISTRICT
701 SOUTH PAW PAW STREET
LAWRENCE, MI 49064

BOARD OF EDUCATION
EDWIN BUYCE, PRESIDENT
RICHARD BARDEN, VICE PRESIDENT
REX ALLEN, TREASURER
FRANCES SAGE
ROBERT GANE

ADMINISTRATION
Henry Gudith, Superintendent
John H. Dominguez, Jr., Director
Migrant/Bilingual Programs
Dora S. Dominguez, Director
Title VII Bilingual
Education Programs

SUPPORT SYSTEM STAFF
Dora S. Dominguez, Coordinator
Tonda Boothby
Michael Dyer
Diane Freestone
Ann LaSotta
Patricia VanZoeren
Kathleen Yelding

MICHIGAN DEPARTMENT OF EDUCATION
Dr. Miguel Ruiz, Chief
Michigan Bilingual Programs

Laurncio Pena, Consultant

A child goes to school to wonder. The school is where he enters the Anglo world wit' shy curiosity; it is a magical microcosm of society to him. The teacher is his sorcerer, a mother who is worldly-wise, knowing all sorts of facts and magic, powerful as the policeman, but human as an aunt or uncle. In the beginning that is how school seems to the child.

He is lost at the thought that he cannot enter that wonderful world because he speaks the wrong language or is the wrong color. The child is proud of his father; he boasts of his barrio heritage. He doesn't know that he is supposed to be "culturally deprived."

Stan Steiner, La Raza; *The Mexican Americans*, p. 213.

This Trainer/User's Manual Supplements the Guide, *English as a Second Language Program: A Support System for the Basal Readers.* It has been designed to help the teacher or other instructional personnel in the implementation of the oral language program that supports the basal readers. The oral language support system guide is a compilation of objectives and activities that follow a sequential instructional continuum in which skills are developed and concepts are acquired in a systematic, comprehensive and conscious approach.

The content of the manual includes the following sections:

- A Definition of each component (Sounds, Words, Sentence Structure and Comprehension)
- Using the Guide - gives the number of objectives in each component and the skills and concepts to be taught.
- Writing Objectives - a step-by-step explanation of how the objectives are developed.
- Supplementary Materials
- Helpful Hints
- Appendices

July 1983

MAY 1984
RECEIVED
ERIC/CRESS

Sounds

by
Tonda Boothby
Michael Dyer
Dora Dominguez

Sounds

Discriminating between sounds in words and being able to produce them orally are prerequisites to reading any language. Before a child learns the symbol-sound associations necessary in reading, he/she must learn and practice the sounds that form words in that written language. When a child first attends school, generally he/she has heard and practiced the sounds of the English language for a number of years in his/her home. A child coming to school, speaking a language other than English, is disadvantaged at the outset of formal education. "Basic patterns of pronunciation and grammar have already been largely established before a child comes to school..."[1] Therefore, a Spanish-speaking child begins school lacking five years of English oral language development in comparison to his/her native language speaking counterparts.

Although every language has a sound system, rarely will it be identical to the English sound system. In the Spanish and English languages there are similarities between sounds, however, problems occur frequently in the differences. According to Dr. Wilga Rivers, "Students learning a foreign language 'hear' the phonemes of their own language." That is, their ears hear new sounds as variants of familiar sounds. Dr. Rivers concludes that students must be taught to hear differences before they can readily pronounce new sounds.

1. Grant, Carl A. Ed., Multicultural Education; Commitments, Issues, and Applications. (Association for Supervision and Curriculum Development; Washington, D.C.) 1977, p. 57.
2. Rivers, Wilga M., Teaching Foreign-Language Skills, (University of Chicago Press; Chicago) 1968, p. 116.

Following are examples of the differences that cause the Spanish speaking children to make errors in English pronunciation:

1. Unfamiliar or new sounds - In vowel sounds, the child hears and says the sound closest to his own vowel system; it for eat; fit for feet.
2. Familiar sounds in unfamiliar settings - In Spanish the /s/ in the initial position is always preceeded by an /e/. Hence, the child hears and says eschool, estop, etc. Furthermore, Spanish words end in one of ten endings as compared to forty endings in English. Thus word that end in unfamiliar sounds end up as being bat for bad, cab for cap, etc. or endings are dropped altogether.

During school hours, students may have time to listen to English but do not necessarily have time to practice it. But students do not learn to speak fluently by hearing speech; they must also have many opportunities to practice the speaking skill.[3] "In the teaching of the speaking skill, we are engaged in two processes: forging an instrument and giving the student guided practice in its use."[4] (A student who does not speak English at home already knows how to use his own native language, the instrument--English is adding another instrument.) An oral language developmental program, then, needs to be developed and implemented systematically and comprehensively. It needs to provide opportunities for children to hear and speak the English language. All concepts must be presented gradually and reinforced in order that the learner listen and speak and eventually read and write the second language in much the same way that the first language is normally learned.

A program of instruction in language development could start anywhere using popular materials, but this may result in a hit or miss type approach. By using the same reading series or program that the class uses, a teacher can incorporate the speaking skills into the reading material. The Guide for an English as a Second Language: A Suport System for Basal Readers outlines instructional objectives and suggests appropriate activities to facilitate oral language. The instructional objectives are generic in design, so that they may be used with any reading program. They are written to provide a systematic, comprehensive and conscious approach for oral language.

3. Teaching Foreign-Language Skills (University of Chicago Press: Chicago) 1968, p. 160.
4. Ibid, p. 162.

Using the Guide - SOUNDS

- This component consists of 36 objectives that will help children develop 4 skills and acquire 5 concepts.

Skills	Concepts
Identify	consonants
Compare	vowels
Use	diphthongs
Separate	clusters - including blends, digraphs, prefixes, suffixes, and endings
	syllables

- Each of the concepts are noted at the top of each page (upper right hand corner) for ease of location.

- The numbering system for each set of objectives is as follows:

  Numeral 1 objectives are to *identify*
  Numeral 2 objectives are to *compare*
  Numeral 3 objectives are to *use*
  Numeral 4 objectives are to *separate*

- They are numbered in this particular way as a reminder that the skills are taught in that sequence of mastery.

- All objectives are written generically so that any number of activities from many different reading series may be written for an objective.

Writing Objectives - SOUNDS

The writing of objectives follows the same format throughout the *Guide* of *Objectives* and the *Manual*. The difference is in the development of concepts in each component:

Component	Concepts
Sounds	consonants
	vowels
	diphthongs
	clusters - including blends, digraphs, prefixes, suffixes, and endings
	syllables

An example of the theoretical model for developing objectives is as follows:

	Activity		Skill	Concepts		Material	Process
After	observation interaction duplication interpretation construction representation	the child will	identify compare use separate	consonants vowels diphthongs clusters syllables	in the	experience selection paragraph sentence phrase word	orally

To develop an objective the teacher chooses one activity, one skill, the concept to be taught, and the material. The process is always **oral** since the thrust of bilingual education is the development of oral language competency before reading and writing. Essentially the construction of objectives is an open sentence awaiting the creative input of the teacher. An open sentence would look like this:

After *(activity)* the child will *(skill)* the *(concept)* in the *(material)* orally.

The activity can be any of the activities listed in Appendix A; the skill should be one of the 4 skills (identify, compare, use, separate) and the concept is one of the subsets of sounds (consonants, vowels, diphthongs, clusters, syllables). The specific sounds to be taught should be the sounds that are addressed in the basal readers.

In order for the child to develop the skills and acquire the concept, and instructional activity needs to be developed. This activity should match the skill. For example, if the skill to be taught is to "Identify", one of the following activities should be used: name, tell, locate, etc. A reprint of the suggested activities for each skill can be found in Appendix B.

Supplementary Materials

To provide support in teaching of the objectives, articles may be collected, categorized according to sound objective, and stored in individual boxes. These articles may be manipulated by the students for reinforcement when a specific objective is being taught. It is important to keep in mind that these articles should illustrate the sounds that are used in the basal readers.

Helpful Hint: Developing an Activity for an Objective

SOUNDS *digraphs*

After answering a set of questions with words /wh/, the student will use the digraph /wh/ in the words orally.

Activities: Answer a set of questions pertaining to the objects with words beginning with /wh/.

Materials: Houghton-Mifflin, [L2], Getting Ready to Read, TG 229.

Questions:

1. What lives in the water and weighs as much as two tons?
2. What does a rider use to make his horse go faster?
3. Where does the President of the United States live?
4. What did the Little Red Hen plant to make her bread?
5. What does a tire go on?
6. What color is this paper?
7. What does the baby say when daddy throws her up in the air?
8. What does the woman use in her garden to move heavy things?
9. What does the teacher blow when he calls you in from recess?
10. What does a big kid do with a bike when he balances on just the back wheel?
11. What does your teacher say when he wants you to talk softly?
12. What does the little girl ride in when she is in the hospital?
13. What does your little sister always ask?
14. What do people say about you or call you if you are smart and always do a great job?
15. What does the dog do when he wants out?
16. What kind of hamburger does Burger King sell?
17. What does a tricycle have three of?

Words

by:
Kathleen Yelding
Patricia VanZoeren
Dora S. Dominguez

Language learning includes learning the "agreed upon" meaning of certain groups of sounds that have been combined into larger units (Fromkin and Rodman, 1978). Words in any language are labels used to identify and recall names of objects, people, places, ideas, events, animals and feelings. As a child develops, he or she experiences many examples of new concepts, internalizes the new concept and then assigns an appropriate label to the new concept. As the learner's storehouse of concept grows, he/she is able to employ a body of labels to interpret and explain reality in the environment (Gonzalez, 1981). In learning words in a second language, the process often constitutes the mere acquisition of new labels for concepts previously learned in the primary language, together with the development of new concepts and the assignment of appropriate labels for the new concepts in the second language.

The acquisition of language, meaningful words, is directly related to the number of repetitions the child hears. The greater the number of repetitions, the greater the chance that the words will become a functional part of the child's vocabulary. If the teacher is using a set of words that are isolated from reality in the child's environment, the chance of those words becoming a real tool of the child are reduced. Therefore, it is important that the student be afforded many opportunities in which they can use and practice vocabulary. But often the meaningful vocabulary that the child learns is different than the words he/she needs to succeed in school. The reality is that much of the child's success in his/her classroom is measured by the ability to read and comprehend the vocabulary of the basal readers.

It follows, then that the vocabulary of the basal readers must be included in the language development programs and the words taught gradually and systematically. Through the repetitive use of the basal vocabulary words, the student will deposit these new labels and their meanings into their "cerebral words banks". Subsequently, these labels will sound familiar when they re-appear in the stories of the students' basal readers.

In making a comparison between oral language and reading, Walter Loban observed that "children who are low in general oral language ability tend to be low in reading and writing achievement."[1] This guide strives to prove the opposite of what Loban states. That is, through the preteaching of specific vocabulary words needed for success in the basal reader, the students' general language ability will be enhanced and, therefore, their eventual reading and writing abilities will also be enhanced. All this inevitably adds up to success in speaking, understanding, reading, and writing English.

Oral language development programs, then, need to be developed and implemented systematically and comprehensively. They must include many opportunities for the student to experience and internalize new concepts as well as relabel concepts previously learned in the primary language. The vocabulary must be presented gradually and in a meaningful way in order for the student to retain and use these words to identify or describe his environment.

1. Smith, James A., Creative Teaching of the Language Arts in the Elementary School, Allyn and Bacon, Inc., 1973, p. 52.

Using the Guide - WORDS

- This component consists of 40 objectives that will help children develop 4 skills and acquire 10 concepts.

Skills	Concepts
Identify	base words - *sleeping/sleep*
Compare	compound words - *playground*
Use	rhyming words - *talk/walk/chalk*
Separate	content words - *hospital, stethoscope, blood, pressure, needle*
	related words - *house, home, burrow, den, nest*
	homonyms - bear/bare
	homographs - run: I can *run* faster than you. Our refrigerator doesn't *run.*
	antonyms - *young/old*
	synonyms - *thin/slim*
	idioms - It's raining cats and dogs.

- Each of the concepts are noted at the top of each page [upper right hand corner] for ease of location.

- The numbering system for each set of objectives is as follows:

  Numeral 1 objectives are to *identify*
  Numeral 2 objectives are to *compare*
  Numeral 3 objectives are to *use*
  Numeral 4 objectives are to *separate*

- They are numbered in this particular way as a reminder that the skills are taught in that sequence of mastery.

- All objectives are written generically so that any number of activities from many different reading series may be written for an objective.

Writing Objective - WORDS

The writing of objectives follows the same format throughtout the *Guide of Objectives* and the *Manual*. The difference is in the development of concepts in each component.

Component	Concepts
Words	base words compound words rhyming words content words related words homonyms homographs antonyms synonyms idioms

An example of the theoretical model for developing objectives is as follows:

	Activity		Skill	Concept		Material	Process
After	observation interaction duplication interpretation construction representation	the child will	identify compare use separate	base words compound rhyming content related homonyms homographs antonyms idioms	in the	experience selection paragraph sentence phrase word	orally

To develop an objective, the teacher chooses one activity, one skill, the concept to be taught, and the material. The process is always **oral** since the thrust of bilingual education is the development of oral language competency before reading and writing. Essentially the construction of objectives is an open sentence awaiting the creative input of the teacher. An open sentence would look like this:

After *(activity)* the child will *(skill)* the *(concept)* in the *(material)* orally.

The activity can be any of the activities listed in Appendix A, the skill should be one of the 4 skills (identify, compare, use, separate) and the concept is one of the subsets of words (base words, compound words, rhyming words, content words, related words, etc.). The specific words to be taught should be words taken from the basal readers.

In order for the child to develop the skills and acquire the concept, an instructional activity needs to be developed. This activity should match the skill. For example, if the skill to be taught is to "Identify", one of the following activities should be used: name, tell, locate, etc. A reprint of the suggested activities for each skill can be found in Appendix B.

Supplementary Material - The teaching of vocabulary can be done through a collection of pictures that depict the concepts to be learned. The controlled vocabulary to be taught would be the words in the basal readers of the formal reading program. The learner would then be guided through a series of learning activities in which he/she could manipulate and interact with this set of pictures. An example of an activity would be to guide the children so that they:

1. Stand in front of a group of 9 to 12 pictures arranged on a table by the teacher.
2. Toss a bean bag individually onto any picture.
3. Compose a complete sentence using the picture where the bean bag landed. (Child will be given a chip for each correct sentence.)
4. Player with the most chips is the winner.

Helpful Hints: Locating Objectives for the Component, Words.

In locating objectives, it may be helpful to follow a pattern of finding the four objectives (identify, compare, use, separate) for each concept being taught, then writing the matching activities. There are some questions that one can ask which may facilitate the writing of objectives and activities:

1. What concept am I going to teach?
   i.e. *antonyms*

2. Which skills have already been taught?
   i.e. "I taught *identify* and *compare* last week."

3. What is the next skill to be taught?
   i.e. *use*

4. Locate the new objective.
   i.e. After listening to a taped story, the child will use the antonyms in the selection orally.

Once the objective is located, the creation of an activity to match that objective follows. Two more questions will help in finishing with writing an activity.

5. What basal story am I teaching?
   i.e. "A Tulip for Tony", *HM Secrets.*

6. What activity do I want to use for this skill?
   i.e.*fill in the blanks*

7. Write the activity.
   i.e. After listening to a taped story "A Tulip for Tony", the student will *fill in the blanks with antonyms* from the selection orally.

As the teacher will become aware, the initial writing of activities will be time consuming. The objectives written could be stored on 3" by 5" cards with other materials on that basal book. Eventually a teacher could compile a file of objectives and support materials which could be used year after year. The activity may be changed, or the basal may be updated, but the teaching objectives would remain the same. They could be applied to effective teaching strategies for whatever is taught today or may be taught tomorrow.

SENTENCE STRUCTURE

by:
Ann LaSotta
Diane Freestone
Dora S. Dominguez

Sentence structure is the sequence in which words are arranged to form sentences. Grammarian John Warrimer defines a sentence as a group of words that express a complete thought. When grouped together, sentences form the basis of communication; and communication is a two-way transmission of thoughts, ideas, concepts and knowledge. Although words are the building blocks of sentences, individual words fail to convey complete thoughts. Sentence structures, then, organize individual words into the efficient communication of complete thoughts. Thus, to be an effective communicator and to be able to refine the thought processes, correct sentence structures must be developed.

The arrangement of words that form simple to complex sentences in one language does not always follow the same sequence in other languages. Often the second language learners transfer the grammatical constructions of their primary language to the second language causing errors in comprehension and communication. For example, in English an adjective usually precedes a noun (the black dog); in Spanish the adjective generally follows a noun (el perro negro). Another example of a different grammatical construction is in use of double negatives. In Spanish they are perfectly correct syntax; in English they are grammatically incorrect, example: Ella no me dio nada. She did not give me nothing.

Important to the development of proficiency in language is the acquisition of correct language structures. Additionally, correct sentence structure development in the second language is important because:

-grammatical skills are necessary to be an effective communicator;

-learning and communicating are facilitated through language;

-enables one to function and communicate in one's own social and geographical environment;

-is a pre-requisite to proficiency in the other language processes, reading and writing;

-builds a positive self-concept through successful experiences.

To help second language learners become proficient in a language it is necessary for them to be provided with experiences in which basic structures are presented gradually and systematically. These basic structures should be introduced and used within the context of real or contrived classroom experiences. As the child internalizes and actively uses the most common sentence structures of English, learning and communicating through the language are facilitated (Gonzalez, 1982).

Dr. George Gonzalez strongly recommends that the instructional programs for limited English speaking students prepare them in the initial skills of listening to and speaking the English structures found in the basal readers. It is important that these structures be taught since this set of sentences will be the first segment of language that the child will be expected to decode and comprehend. Success with these initial sentences is very important as it will pave the way for understanding that reading is a thought-producing process. This approach begins in kindergarten and should continue until the child is no longer dependent on an oral language support system for success in the reading program (Gonzalez, 1982)

Using the Guide - SENTENCE STRUCTURE

- The instructional objectives included in the Sentence Structure component number 55 objectives. Each objective helps the student develop 5 skills and acquire 11 concept.

Skills	Concepts
Identify	subject/verb - *Mary ran.*
Compare	subject/verb/adjective - *The girl is pretty.*
Use	subject/verb/noun - *The man is a carpenter.*
Separate	subject/verb/adverb - *Hector ran quickly.*
Develop	subject/verb/prepositional phrase - *He can't eat in the living room.*
	dependent clause/independent clause - *As we were walking by the haunted house, we saw three ghosts.*
	independent clause/dependent clause - *We should leave at noon, so that we will arrive before dark.*
	subject/verb/direct object - *Jose ate an apple.*
	subject/verb/indirect object/direct object - *Jose gave Ruben an apple.*
	there/verb/noun - *There is little rain.*
	participle phrase/subject/verb - *Walking to the store, I met my friend.*

- The numbering system for each set of objectives correspond to the sequence of the five skills:

  Numeral 1 objectives *identify* the structure;
  Numeral 2 objectives *compare* the structure;
  Numeral 3 objective *use* the structure;
  Numeral 4 objective *separate* the structure;
  Numeral 5 objective *develop* the structure;

- There are no objectives for the 6th skill. Sentence structures are not judged (one structure is not better than another).

- All of the objectives in the Guide are written generically so that they can be adapted to any reading series at any level of difficulty.

Writing Objectives - SENTENCE STRUCTURE

The writing of objectives follows the same format throughout the *Guide of Objectives* and the *Manual*. The difference is in the development of concepts in each component.

Component	Concept
Sentence Structure	subject/verb subject/verb/adjective subject/verb/noun subject/verb/adverb subject/verb/prepositional phrase dependent clause/independent clause independent clause/dependent clause subject/verb/direct object subject/verb/indirect object/direct object there/verb/noun participle phrase/subject/verb

An example of the theoretical model for developing objectives is as follows:

	Activity		Skill	Concept	Material	Process
After	observation interaction duplication interpretation construction representation	the child will	identify compare use separate develop	subj/Verb s/v/adj. s/v/noun s/v/adv. s/v/prep. phr. dep. cl/in-dep. cl. indep. cl/dep. cl. subj/v/d.o. subj/v/i.o./d.o. there/v/n	story selection paragraph sentence phrase letter film	orally

To develop an objective, the teacher chooses one activity, one skill, the concept to be taught, and the material. The process is always oral since the thrust of this approach is the development of oral language competency before reading and writing. Essentially the construction of objectives is an open sentence that would look like this:

After *(activity)* the child will *(skill)* the *(concept)* in the *(material)* orally.

The activity can be any of the activities listed in Appendix A; the skill should be one of the 5 skills (identify, compare, use, separate, develop); and the concept is one of the subsets of sentence structure (subject/verb, subject/verb/adjective, subject/verb/noun etc.). The specific sentence structures to be taught should be the structures from the basal readers.

In order for the child to develop the skills and acquire the concepts, an instructional activity needs to be developed. This activity should match the skill. For example, if the skill to be taught is to "identify", one of the following activities should be used: name tell, locate, etc. A reprint of the suggested activities for each skill can be found in Appendix B.

Supplementary Material - To help the children with the language acquisition of the basic sentence patterns found in the basal reading program, it is suggested that the basic structure be put to music. Each of the songs could be presented and developed through choral recitations, individual and group singing, dramatizations of actions and feelings, discussion of ideas, children's illustrations and story telling. Learning a set of songs based on a controlled set of sentence structures within a pleasant and functional environment will promote the development of language essential for success in the reading program.

Helpful Hint: Activities for Developing the Skills

An example of activities for each of the 5 skills used in teaching Sentence Structure is as follows:

Identify

1. Naming the sentences from the story that contain the correct structure.
2. Have the students locate the sentence structure from the story by raising a hand.
3. Underline pictures containing the structure.
4. Circle pictures taken from the story that have the structure.
5. Define the parts of the structure, for example, the subject or the verb.
6. Say or recite the sentence structure by chanting or singing it.

   Example: The man is a carpenter.
   The man is a carpenter.
   The man is a carpenter
   and he is BIG!!

Compare

1. Match the nouns and the verbs from two different structures.
2. Place in pairs by taking pictures from different stories that depict the structures and place them into pairs.
3. Tell the difference by describing how one sentence is different from another.
4. Tell the similarities by taking several sentences with the same structure (subject/verb/adjective) and tell why they are alike.

Use

1. Answer a set of questions posed by the teacher with the sentence structure used from the story.
2. Draw a picture about a sentence structure.
3. Paint a mural or picture.
4. Dramatize a sentence structure by playing a game of charades.
5. Fill in the blanks by giving an open-ended sentence and the students fill in the blanks (orally) to complete the sentence.

Separate

1. Arrange structures in order after the teacher says sentences out of order from a story.
2. Place structures into catagories, by having the boys give examples of one structure and the girls give examples of other structures.
3. Draw a circle around each set by drawing circles around pictures of people doing things to separate subject/verb.
4. Put into columns or boxes by cutting pictures of nouns, adjectives, verbs, etc., from magazines and putting them into designated columns on a bulletin board.
5. Give examples for each category, such as nouns, adjectives, verbs, adverbs, etc., or various sentence structures.

Develop

1. Make up a new sentence, story, poem etc.
2. Imagine what it would be like to be a....
3. Invent new sentences using the sentence structure.
4. Create a new story containing the sentence structure.
5. Solve in a different way by adding to a "round robin" story using the sentence structure under study.
6. Build a story by cartooning the sentence structure.
7. Design new sentences about the classroom with the chosen sentence structure.
8. Predict the last line of a story or poem by utilizing the correct sentence structure.

Comprehension

by:
Debbie Hill
Dora S. Dominguez

Comprehension is the act of "...obtaining meaning in a language through its written representation.[1] A learner obtains meaning through a variety of mechanisms. First, a learner must process the symbols of language into a learned vocabulary. The vocabulary triggers thoughts that produce significant images in the learner's mind. Images are formed by associating new information with prior experiences. Analyzing these images is the learners next step in comprehending a written passage. He/she must determine the relationship of these thoughts or images to his/her own world. The final step in reading comprehension is internalizing the analyzed images. New information is internalized when a learner incorporates it into a guiding principle of his/her own lifestyle.

Interference with any of these steps causes a dysfunction in a learner's capability to comprehend. A learner must be able to attach significant images to the language in which he/she is reading. A child must also be able to draw upon past experience to relate to new information. Cultural background can interfere with a learner's ability to relate to written material. A study done by Steffensen, Joag-dev, and Anderson, 1980, in cross-cultural reading comprehension proved that prior experiences affected comprehension. Readers given material that was culturally familiar to them read faster and retained more information. The main implication for learning to read...is that comprehension is tied closely to the reader's cultural experiences, and therefore major cross-cultural differences will affect comprehension.

1. Coady, James. A Psycholinguistic model of the ESL reader. In R. Mackay, et al (Eds.), Reading in a Second Language. Rowley, Massachusetts: Newbury Hous Publisher, 1979.

2. Barnitz, John G. "Orthographies, Bilingualism and Learning to Read English as a second language." The Reading Teacher, February 1982, pp. 560-566.

Using the Guide - COMPREHENSION

- This component consists of 36 objectives that will help children develop 6 skills and acquire 6 concepts.

Skills	Concepts
Identify	main idea
Compare	details
Use	characters
Separate	attitudes
Develop	conclusion
Judge	sequence

- Each of the concepts are noted at the top of each page (upper right hand corner for ease of location).

- The numbering system for each set of objectives is as follows:

  Numerial 1 objectives are to *identify*
  Numerial 2 objectives are to *compare*
  Numerial 3 objectives are to *use*
  Numerial 4 objectives are to *separate*
  Numerial 5 objectives are to *develop*
  Numerial 6 objectives are to *judge*

- They are numbered in this particular way as a reminder that the skills are taught in that sequence of mastery.

- All objectives are written generically so that any number of activities from many different reading series may be written for an objective.

Writing Objectives - COMPREHENSION

The writing of objectives follows the same format throughout the *Guide of Objectives* and the *Manual*. The difference is in the development of concepts in each component.

Component	Concepts
Comprehension	main idea
	details
	characters
	attitudes
	conclusion
	sequence

An example of the theoretical model for developing objectives is as follows:

An example of the theoretical model for developing objectives is as follows:

	Activity		Skill	Concept		Material	Process
After	observation interaction duplication interpretation construction representation	the child will	identify compare use separate develop	main idea details characters attitudes conclusion sequence	in the	story selection paragraph sentence phrase letter film	orally

Each objective contains an activity, a skill, the concept to be taught and the material. The process is always **oral** since the goal of this approach is to develop the listening and speaking skills before reading and writing.

The activity can be any of the activities listed in Appendix A; the skill should be one of the 6 skills (identify, compare, use, separate, develop and judge); and the concept is one of the subsets of comprehension (main idea, details, characters, attitudes, conclusion, sequence). The specific concepts to be taught should be done orally and always using the selections from the basal readers.

In order for the child to develop the skills and acquire the concepts, an instructional acivity needs to be developed. This activity should match the skill. For example, if the skill to be taught is to "Identify", one of the following activities should be used: name, tell, locate, etc. A reprint of the suggested activities for each skill can be found in Appendix B.

An example of a generic objective is: After listening to a story, the student will identify the main idea from the story orally.

Supplementary Material

Materials should be limited to the actual basal reader under study, keeping in mind that the objective of the program is to develop the concepts orally. Tapes of the stories may be made for a supplemental aural source.

APPENDIX

BEST COPY AVAILABLE

APPENDIX A

TAXONOMY OF INSTRUCTIONAL ACTIVITIES

OBSERVATION

-listening to a lecture/explanation
-listening to a taped selection (song, story, poem, rhyme, etc.)
-viewing a picture, filmstrip, film
-watching a dramatization
-viewing a demonstration
-viewing a set of objects
-smelling a set of odors/fragrances
-tasting a set of foods
-watching a television program
-touching a set of objects

INTERACTION

-deciding what action to take
-manipulating a set of objects
-examing a set of pictures
-looking through a book/magazine
-cutting out a set of pictures
-pasting pictures on a chart
-dancing to music
-playing a game
-setting up a set of materials
-manipulating pieces of a puzzle

DUPLICATION

-tracing a set of pictures
-following a dot-to-dot drawing
-singing a memorized song in an established manner
-dancing in an established manner
-reciting a memorized selection
-following directions in an established manner
-defining words according to the dictionary
-repeating the sounds, words or sentences as instructed
-answering a set of questions as instructed
-offering a solution to a problem as previously explained

INTERPRETATION

-dramatizing an event, selection or idea
-drawing an illustration of an event selection or idea
-offering another version
-answering a set of questions
-taking a test
-completing an oral or written exercise
-filling in a series of blanks in an exercise
-dancing in an individualized style
-singing in an individualized style

CONSTRUCTION

-building a model replica of a real object or place
-preparing a meal or a food
-preparing costumes, a stage and/or scenery
-fixing an object
-designing a set of decorations
-making a gift
-building a game/puzzle
-knitting/weaving a garment or cloth
-organizing an exhibit/demonstration
-building an aquarium/terrarium
-growing/caring for plants/animals

REPRESENTATION

-writing an original narrative, poetic or dramatic selection
-writing an original musical piece
-solving a mathematical problem in an original manner
-arriving at an original conclusion/generalization/principle
-designing an original model in graph, chart or diagram form
-developing an original argument or hypothesis
-creating an original formula/theorem
-inventing a new apparatus/procedure
-choreographing an original dance
-illustrating an original visual composition or drawing.

Prepared by Dr. George A. Gonzalez c 1980

APPENDIX B

VARIOUS VERBS TO EFFECT SKILLS

IDENTIFY

Name
Tell
Locate
Underline
Circle
Define
Say
Recite
List
Indicate
Point out
Recall
Gather
Accumulate
Count
Attend to

COMPARE

Match
Place in pairs
Tell differences
Tell similarities
Answer with the one that belongs
Associate in pairs
Arrange in pairs
Contrast

USE

Answer a set of questions
Draw a picture about....
Dramatize
Fill in the blanks
Take a test on....
Give examples of....
Utilize
Solve
Measure
Demonstrate

SEPARATE

Arrange in order
Place into categories
Draw a circle around each set
Put into columns or boxes
Give examples for each category
Name the parts of....
Associate by groups-categories
Classify by....
Group according to....
Differentiate according to....
Sort
Dissect

DEVELOP

Make up a new....
Imagine
Invent
Create
Solve in a different way
Build
Design
Predict
Assemble
Construct
Devise
Plan
Forecast
Propose
Produce
Explore

JUDGE

Give a favorite....
Choose one to be rejected
Name the important...unimportant
Label the pretty...ugly....
Tell which is useful...useless....
Tell which is better...best....
Tell which is worse...worst....
Grade
Appraise
Assess
Evaluate

Prepared by Dr. George Gonzalez c 1980

BEST COPY AVAILABLE

List of References

Barnitz, John G. "Orthographies, Bilingualism and Learning to Read English as a second language." The Reading Teacher, February 1982.

Coady, James. A Psycholinguistic model of the ESL reader. In R. Mackay, et al (Eds.), Reading in a Second Language. Rowley, Massachusetts; Newbury Hous Publisher, 1979.

Franklin, Victoria and Rodman, Robert; An Introduction to Language; Holt, Rinhart and Winston, 1978.

Grant, Carl A. Ed., Multicultural Education; Commitments, Issues, and Applications. (Association for Supervision and Curriculum Development: Washington, D.C.) 1977.

Rivers, Wilga M., Teaching Foreign-Language Skills, (University of Chicago Press: Chicago) 1968.

Smith, James A., Creative Teaching of the Language Arts in the Elementary School, Allyn and Bacon, Inc. 1973.

Van Buren Skills Center

CAPP

Commercial Art,Photography,Printing